

Lesson 5: What is an Angle?

Standards Alignments

Addressing 4.G.A.1, 4.MD.C.5

Building Towards 4.MD.C.5

Teacher-facing Learning Goals

- Identify angles in two-dimensional figures.
- Recognize angles as geometric figures that are formed wherever two rays share a common endpoint.

Student-facing Learning Goals

- Let's look for angles and find out ways to describe them.

Lesson Purpose

The purpose of this lesson is to introduce angles and to motivate a need for vocabulary to describe what they are and their size.

In this lesson, students are introduced to angles. They learn that an angle can be defined in terms of the geometric parts they have been working with in this unit.

In previous grades, students have used “square corners” to describe right angles within two-dimensional shapes. They may have considered an angle as the space within a square corner or the “pointy” corner itself. Here, students learn that an **angle** is a geometric figure made up of two rays that share the same endpoint, which we refer to as the **vertex** of the angle.

Throughout the lesson, students use the vocabulary they have developed to describe other geometric figures to identify and describe angles. Monitor for the ways students reason about how to describe the size of angles. Students will compare and measure angles in future lessons.

This lesson has a Student Section Summary.

Access for:

Students with Disabilities

- Engagement (Activity 1)

Instructional Routines

MLR1 Stronger and Clearer Each Time (Activity 2), MLR2 Collect and Display (Activity 1), Notice and Wonder (Warm-up)

Materials to Gather

- Rulers or straightedges: Activity 1, Activity 3

Materials to Copy

- Tricky Figures (groups of 8): Activity 1

Required Preparation

Lesson Timeline

Warm-up	5 min
Activity 1	15 min
Activity 2	15 min
Activity 3	10 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

What was the best question you asked students today? Why would you consider it the best one based on what students said or did?

Cool-down (to be completed at the end of the lesson)

🕒 5 min

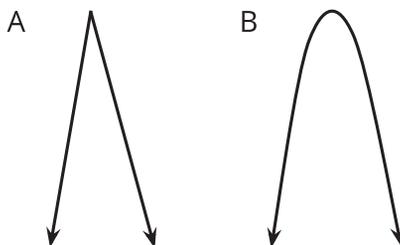
Spot the Angles

Standards Alignments

Addressing 4.G.A.1, 4.MD.C.5

Student-facing Task Statement

1. Jada says Figure A shows an angle, but Figure B does not. Do you agree? Explain your reasoning.



2. Identify the angles in each letter and draw the rays to show each angle.



Student Responses

1. Yes. Sample reasoning: Figure A is made up of two rays with the same endpoint. Figure B is a continuous curve, so it doesn't count as an angle.
2. Sample response:

